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ABSTRACT

The study of other cultures enables learners to become aware of diversity and promotes their understanding, appreciation, and respect of people from other times and places. This document sets forth a cultural program that teachers and curriculum planners can use for building an in-depth curriculum by expanding content and concepts and integrating it with all other disciplines. This resource guide is applicable for all educational levels, and may serve as a template for a district-wide curriculum in which the presentation of specific themes can be tailored for any grade level. Organizational templates for teachers and students can be used for developing activity centers based on learning styles and related themes, disciplines, and activities reflecting Gardner's multiple intelligences philosophy. This program is grounded in three themes: people and the environment, people in society, and people and belief systems. Beyond the introduction, the book is divided into seven chapters: "The How of It"; "Themes"; "Cultural Notes"; "Theme Projects"; "Teaching Strategies"; "Assessment Strategies"; and "Resources." The document contains numerous worksheets and assessment instruments ready for reproduction and use by teachers and students, as well as a 15-item-bibliography and a 22-item multicultural resource list. (KFT)

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Culture at a Glance Series ©1995

The How of It

A Cultural Program Resource Guide

Innovative Educational Tools For Designing
A Thematic Cultural Program

Jeanette Wachtman

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Office of Educational Research and Improvement
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Dear Educator,

Thank you for purchasing ***The How of It*** **A Cultural Program Resource Guide.** The acquisition of this guide indicates that you are interested in developing a cultural program or you want to enhance the program you have implemented into your curriculum.

This cultural program design is a template upon which to build a program, supporting you, the educator, to teach in your individual unique manner and assist you to meet the needs of your students and curriculum.

As the owner of this book, you may reproduce pages by photocopying or by converting them to transparencies. You may want to insert pages you have utilized to record lessons, activities and future ideas.

My wish is that ***The How of It*** plays an important role in your curriculum. It will enhance your students' awareness of people, their way of life, their ideas, their legacies and will be relevant to their lives in today's world.

Please share with me any activities or photographs related to your program. I value your comments and hope you will take time to let me know how you like the program. An evaluation form is included.

Thank you again for your order.

Sincerely,
Jeanette Wachtman

5760 Salem Woods Drive Acworth, GA 30102 Voice / Fax 770.975.3616

The How of It A Cultural Program Evaluation Form

Grade levels of students (circle all that apply) 1 2 3 4 5 6 7 8 9 10 11 12 other_____

Please complete the evaluation below by rating the questions 1 = lowest quality, 5 = highest quality or NA if you have no opinion the question not applicable. Place an "X" in the appropriate area.

	1	3	5	NA
1 . Is the Resource Guide clear and easy to understand?				
2. Is the program well-designed overall?				
3. Are the contents clearly defined and easy to follow?				
4. Do the planners and visual organizers support your teaching needs ?				
5. Is the program designed in a flexible manner to support your curriculum?				
6. Do the theme projects suggestions help students understand the themes?				
7. Were you able to relate content from the studied culture with present day life and ideas?				
8. Does the Program Planner support you in designing your curriculum?				
9. More information about Learning Styles & Multiple Intelligences needs to be explained in this resource guide?				
10. Did the students grasp the Theme concepts?				
11. Did the students retain interest in the studied culture?				
12. Were you able to adapt the program to your students' needs?				
13 .Do you plan to continue this thematic program approach in teaching?				
14. Were you able to interrelate your program with another disciplines?				
15. Would you recommend this Resource Guide to other educators?				

Please write any additional comments.

Mail to: RaJean & Co. Jeanette Wachtman 5760 Salem Woods Dr. Acworth, GA 30102

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8. Does the Program Planner support you in designing your curriculum?				
9. More information about Learning Styles & Multiple Intelligences needs to be explained in this resource guide?				
10. Did the students grasp the Theme concepts?				
11. Did the students retain interest in the studied culture?				
12. Were you able to adapt the program to your students' needs?				
13 .Do you plan to continue this thematic program approach in teaching?				
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15. Would you recommend this Resource Guide to other educators?				

Please write any additional comments.

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The How of It

A Cultural Program Resource Guide

Innovative Educational Tools
for Designing
A Thematic Cultural Program

Jeanette Wachtman

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A special thanks to Eric Wachtman, my nephew and a computer whiz. I'm an apprentice in this technological world of computers. I am thankful for your patience.

Jennifer Scrivner. Your wisdom, knowledge and support are bountiful. Thank you for sharing all those books.

To my supportive family. Thanks!

Much appreciation to my friends and fellow educators who respond to life by sharing their special talents with students of the world. A profound thanks to the innovative educators who are charting new paths through the undiscovered regions of education.

Traditional Africa, People and their Beliefs

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Introduction

The study of other cultures enables the learner to become aware of the diversity of others, their beliefs and accomplishments whether they be monuments, art, literature or philosophy. This environment of understanding promotes awareness, appreciation and respect of people today and from other times and places.

This cultural program is a foundation upon which to build an in-depth curriculum by expanding content and concepts and by integrating it with all other disciplines. This program is established on three broad based themes. These themes incorporate key concepts/topics and, when studied, present a cohesive, interwoven educational tapestry of any culture.

This resource guide offers step-by-step instructions for developing a cultural program. This book contains the tools which will enable the teacher to facilitate the development of a cultural program.

The underlying construct for implementing this thematic program is CHOICE. Your program can be complex or it can consist of a single component. The element of choice allows you, the teacher, to design a program based upon curriculum needs, students' prior knowledge and skills and to introduce challenges and productive problem solving situations for students.

Ancient Egypt, People in Society

Ancient Egypt
People and their Beliefs

This resource guide is applicable for all educational levels. It may serve as a template for a district wide curriculum in which the presentation of specific themes can be tailored for any grade level. Theme projects can be enhanced to compare and contrast past cultures with today's life-styles. When students understand cultural connections and relationships relevant to their lives there is an impact on their learning and perception of the world as a global community.

Innovative organizational templates for teacher and student use can support the specific needs of your program. These visual organizers can be used for developing activity centers based on Learning Styles and interrelating themes, disciplines and activities reflecting *Gardner's Seven Intelligences* philosophy.

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The *HOW OF IT* incorporates four elements: Themes, Research, Creative Involvement and Assessment.

The three broad based themes are: People and the Environment, People in Society and People and Belief Systems. Teacher's research incorporates from the Library Media Center - books, videos, films, posters, slides, transparencies and computer software. Activities include designing cultural booklets for students, organizing possible field trips and obtaining guest speakers. The students employ materials presented by the teacher and use the Library Media Center to further develop their group or individual project/research.

Creative involvement includes all activities by students that express knowledge, feelings and imagination associated with the culture being presented. Activities in the classroom can interrelate and overlap with other disciplines. Problem solving can be expressed in two and three dimensional art activities, written and oral presentations, movement or a musical performance.

The suggested authentic assessment strategies are teachers's observation of students' abilities to solve problems, use of skills and concepts, appropriate language and interpersonal behavior. Assessment instruments can be rubrics, checklists, peer reviews and reflecting sheets. The program may be concluded with a culminating activity such as an exhibition of creative works or a performance.

This material is organized in a three ring binder so it can be utilized as a teacher's cultural program workbook. The art work presented has been created by fourth grade art students from Bryant Elementary, Mableton, GA and fifth grade students from Phoenix Elementary, Phoenix, NY.

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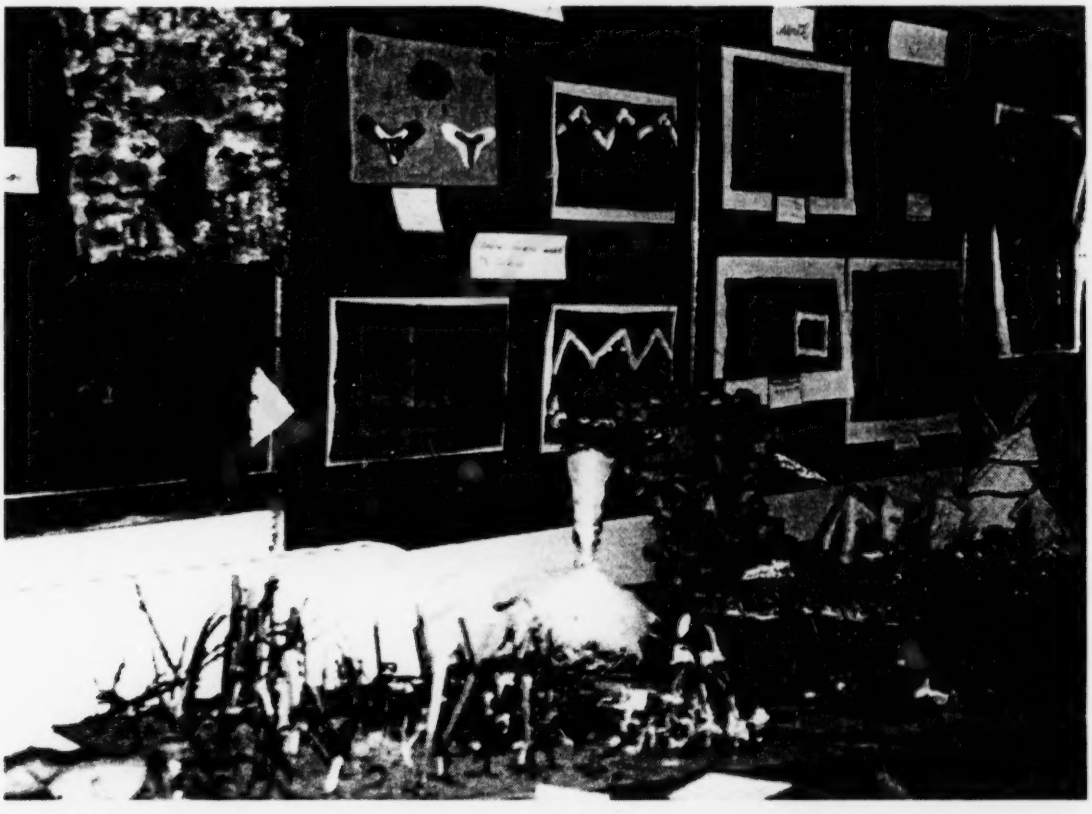

Native American Indians, People and the Environment

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General Guidelines for Multicultural Studies*

1. Be Specific

When designing a cultural program and activities, studies should be focused on a specific group and leaders. Study each group within the context of its historical region, looking closely at the way in which each group developed within its environment. The study of belief and social system provides a more accurate perception of history and reduces stereotypes and cultural inaccuracies.

2. Focus On Activities That Are Respectful

When teaching about a specific group, try to be as authentic as possible. Be aware that some dress-up activities can trivialize sacred rites and ceremonies.

3. Make Sure Your Class Is Aware Of The Contemporary Culture

Be specific about what period of time you are examining. Students should be taught that the culture being studied may look very different in contemporary times, yet preserve the ideas, traditions and customs of their ancestors.

4. Use Excellent Sources

Use sound historic references that focus on a specific group. Whenever possible contact leaders and educators for information, sources and lectures in your classroom.

*Stacy Harnew,
Teachers Workshop, 1997
High Museum of Art

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The How of It
Implementing a Cultural Program

Step 1: **Design the Parameters of the Program**
Select a culture to study and initiate dates and time frame. Keep in mind this thematic approach can be developed and extended into future school years. What are your goals for your program?

Step 2: **Theme(s) Introduction**
Present an overview of all three themes. Select a theme, introduce it to your students and assess their comphrension. You may want to design an activity or use a visual organizer to help your students to understand the theme.

Step 3: **Cultural Notes**
Cultural notes incorporate research and note taking on the key concepts/topics. These key topics are used to design your lesson/activities. The information in a key topic(s) is content for study by the students.

Step 4: **Teaching Strategies**
When designing your lesson select one or more of the key topics within a selected theme and choose one of the following approaches.

1. Programed activities for group or individual use.
2. Activity centers based on Learning Styles.
3. Activities based on Gardner's, *Multiple Intelligences.*

Considerations:

- What do you believe are the basic concepts you want your students to know?
- What is worth knowing?
- What teaching approach will you implement so the presentation will be interesting and meaningful?
- How many choices/decisions will the students make?
- How can the students apply this knowledge to the real world?
- What is important to know?

Step 5: **Select Assessment Strategy**

1. Teacher's assessment of students
2. Self-assessment by students
3. Teacher's assessment of lesson/program

Step 6: **Cultural Program Planner**
Use the planner to structure and organize your ideas for your lesson.

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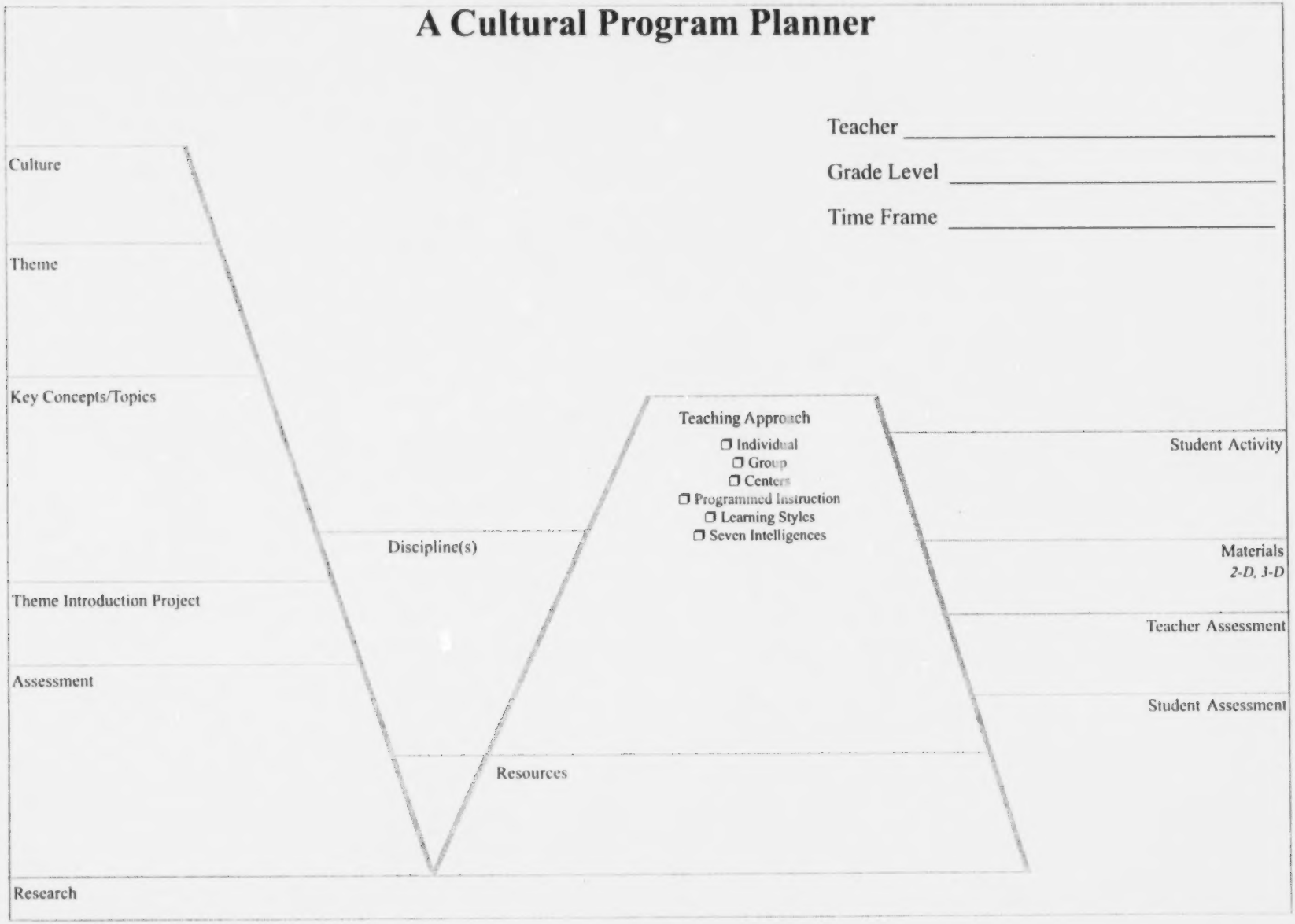
A Cultural Program Planner



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A Cultural Program Planner

Teacher _____

Grade Level _____

Time Frame _____

Culture
S.W. American Indian - Zuni

Sample

Theme
People and their Beliefs

Key Concepts/Topics
Beliefs
Myths
Ceremonies
Regalia
Dance
Music
Art

Theme Introduction Project
VCR Tape/Discussion/Visual Organizer

Assessment
Reflecive Log

Art/Music/Movement
Discipline(s)

Teaching Approach
- ☒ Individual
- ☒ Group
- ☒ Centers
- ☐ Programmed Instruction
- ☒ Learning Styles
- ☐ Seven Intelligences

Photocopies/Posters
Kachina Dolls
Rock Art
Animals-Characteristics and Purpose
Dance Masks and Purpose of Ceremonies
Musical Selections

Resources *Myths, Beliefs*
Dance /Pow Wow/Tribal Ceremonies (vcr tapes)

Research *Cultural Notes Filled In/Note Taking*

Student Activity

CENTERS
1. *Kachina Doll - Drawing - ST*
2. *Rock Art - Creating a Myth - NF*
3. *Magical Animal of Protection - SF*
4. *Dance Mask - Purpose - NT*

CENTERS
1. *Magic Markers, paper*
2-3. *Clay and Glazes*
4. *Paper bags, paints, yarn, shells*

Materials
2-D, 3-D

Product, Observation

Teacher Assessment

Product, Rubric

Student Assessment

THE HOW OF IT, A Cultural Program 3
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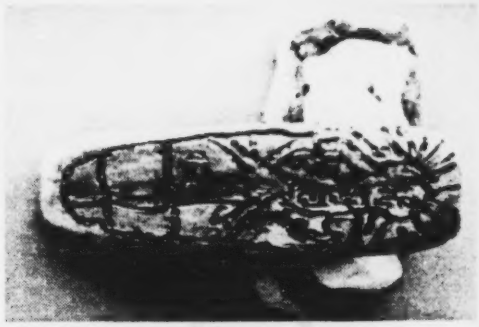

Ancient Egypt
People and
their Beliefs

Themes

This cultural program is based upon a thematic approach enhancing the learning process for the students. It creates an environment where information and experiences interface and connection and patterns are generated. The students perceive relationships.

Each theme reflects an aspect of a culture. When combined the themes present a comprehensive overview of the studied culture.

The theme, PEOPLE AND THE ENVIRONMENT, investigates what the earth provides so people can live. Students explore environmental conditions and how natural materials are transformed to meet survival needs and to express creative imagery.

The theme, PEOPLE IN SOCIETY, explores the various roles the individual performs in society. Societal self-perception in manifested in shared political and social institutions, organizations and activities.

The theme, PEOPLE AND THEIR BELIEFS, probes belief systems and how these beliefs manifest within a society. Accepted tenets are conveyed in rituals, garments, movement, music and images.

Contents

- Themes with Key Concepts/Topics
- Thematic Questions
- Theme web for each theme with suggested topics
- Theme web format

These pages may be photocopied, and/ or used as an overhead transparency for instruction.

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Themes

People and the Environment

What does nature provide so people can live?

- Land/Climate
- Animals
- Architecture
- Clothing
- Food/Crops
- Tools/Transportation

People in Society

What are the various roles the individual plays in the social and political structure?

- People/Origins/Language
- Political/Social
- Economy
- Games/Sports
- Achievements
- Historical Events

People and Their Beliefs

What are the belief systems and how are they manifested in other areas?

- Beliefs
- Myths/Literature
- Rituals/Ceremonies
- Dance/Regalia
- Music/Instruments
- Art/Materials

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Thematic Questions

Theme: People and the Environment

What natural resources are found in the environment (nature) and how are they used by the people to help them survive?

1. Describe the various buildings of this society and their purposes?
   These buildings are made of what materials?

2. What resources are used for clothing?
   What techniques are used to make the clothing?

3. What resources are found in the environment for food?
   What crops are grown for food?

4. From what materials are the tools made?
   What are the tools used for?

5. What methods of transportation are used?
   What materials are used to construct transportation vehicles?

6. Describe the land and climate.

7. What animals are found here?

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Thematic Questions

Theme: People in Society

What are the various roles the individual plays in the social and political structure?

1. What are the historic origins of the people in this society.

   What kind of language do they speak?

2. Describe the government at work in this society?

   What social classes make up this society and what are their functions?

   How are the children of this society educated and how does that education prepare them for their social roles?

3. What sort of money is used in this society? How are things bought and sold?

4. Describe the sports and games found in this society.

5. Name some of the societies major achievements.

6. Briefly outline the history of this society.

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Thematic Questions

Theme: People and their Beliefs
What are the belief systems and
how are they manifested in other areas?

1. Describe the religion of this society.

2. What are some of their myths and legends in this society?

   Name some heroes.

   What are some recurring themes in their folk lore?

3. Describe the rituals and ceremonies?

4. The regalila used in ceremonies, how and what are they made of?

   What is the function of dance in this society?

5. Describe the instruments used in this society?

6. Describe the images you find in sculptures, paintings, drawings, and reliefs.

   Describe the materials used to create two and three dimensional art forms.

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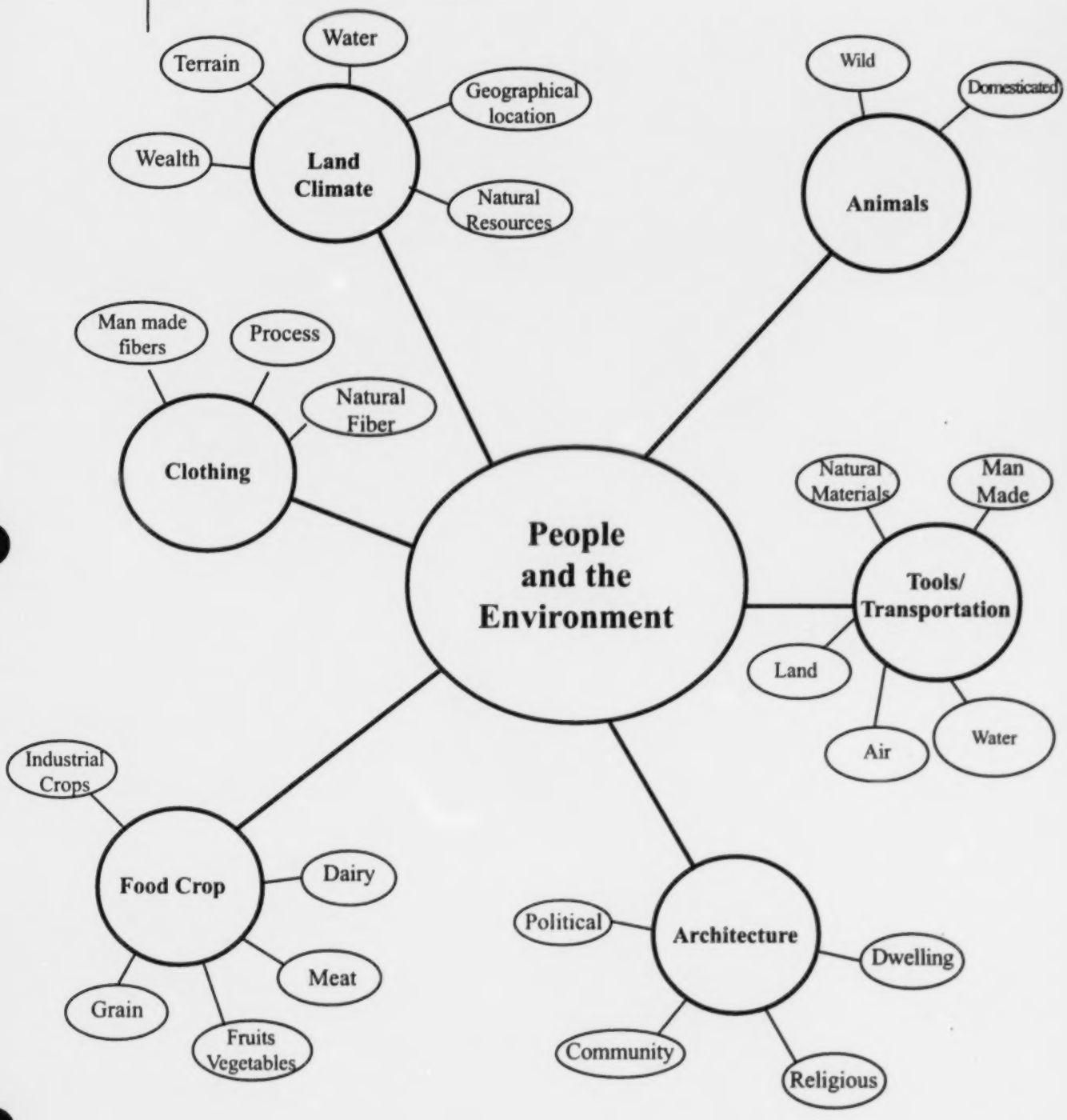
Sample

Theme Web

Culture:



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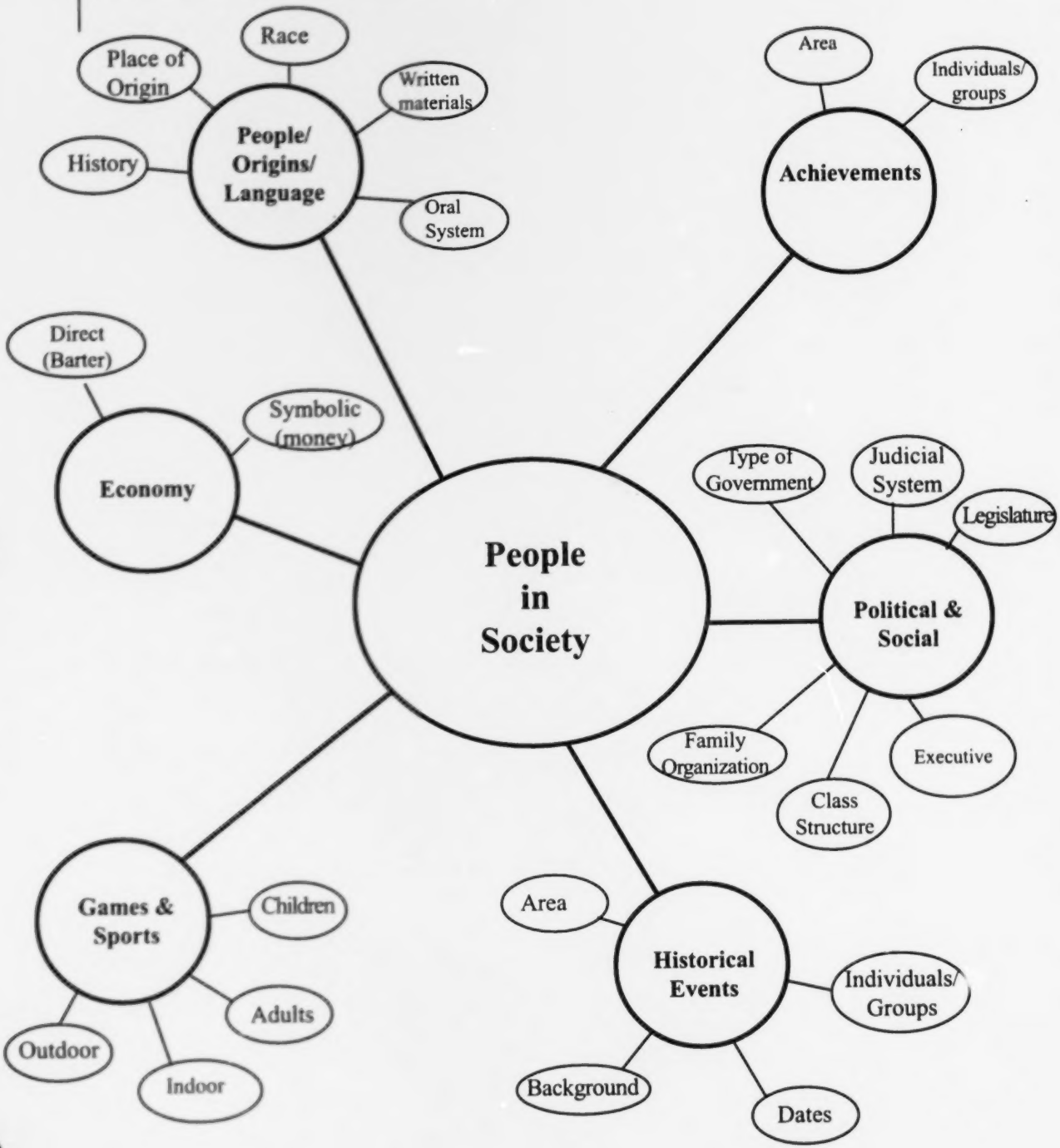
Sample

Theme Web

Culture:



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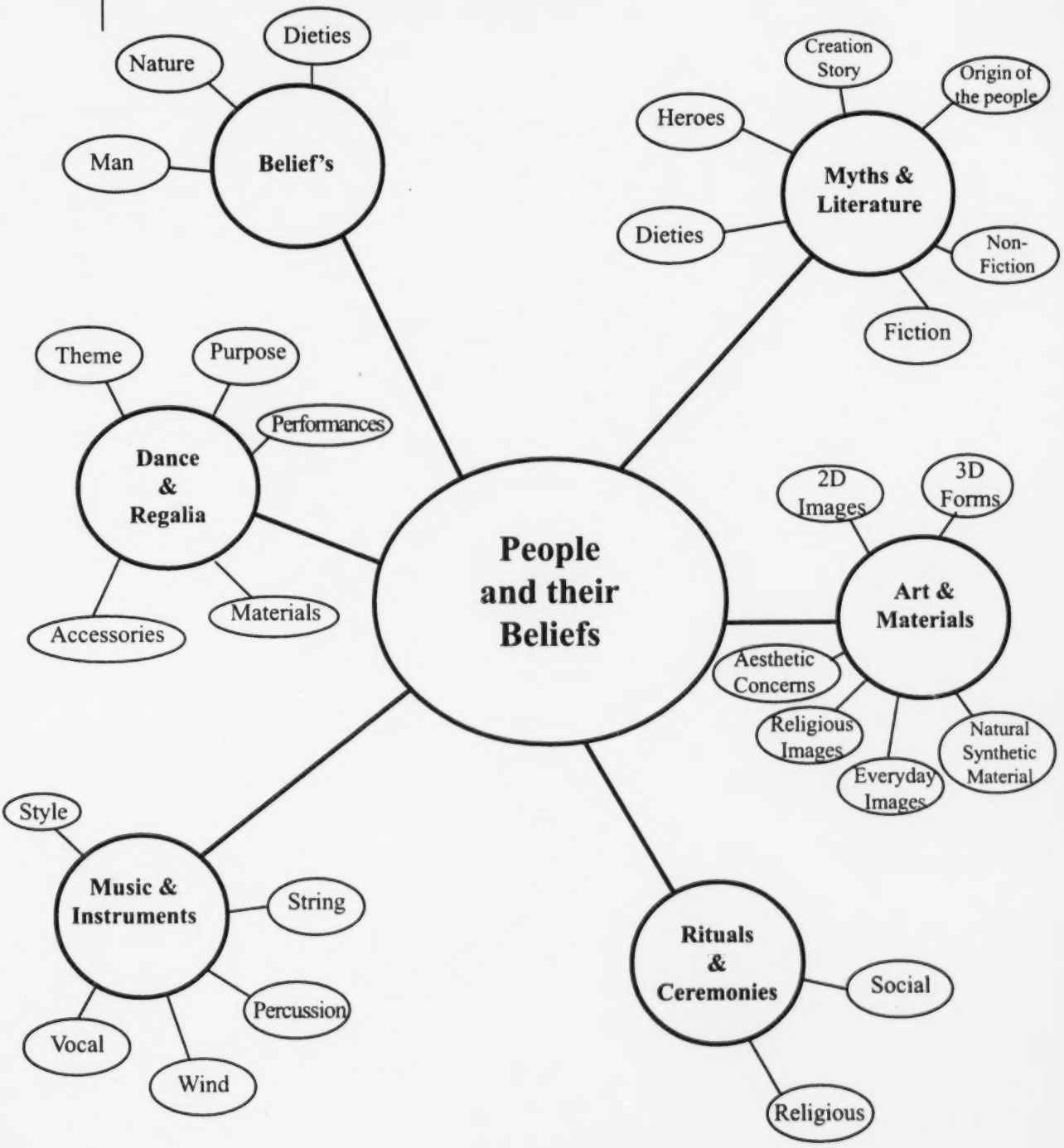
Theme Web

Culture:



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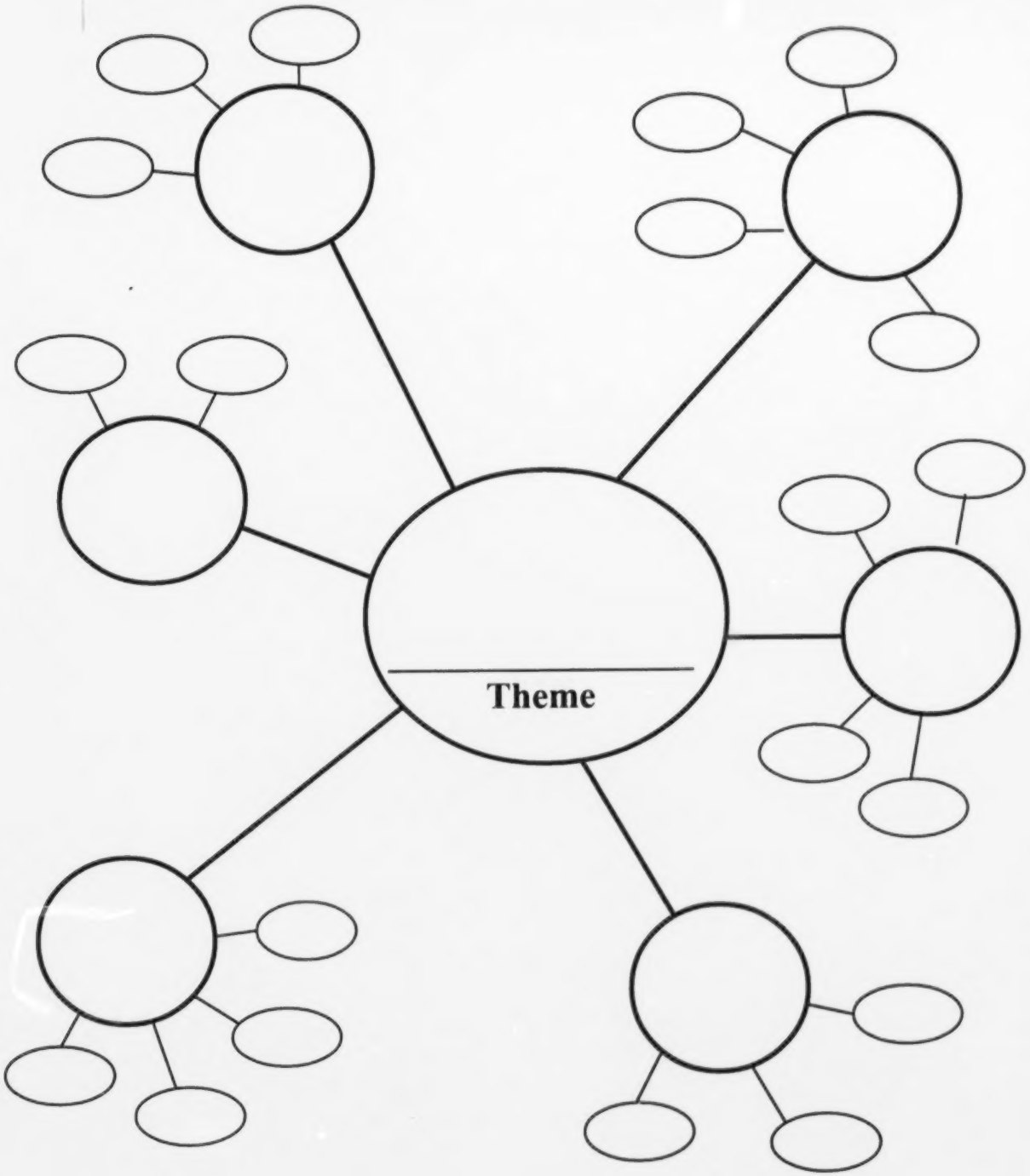
Theme Web

Culture: _____



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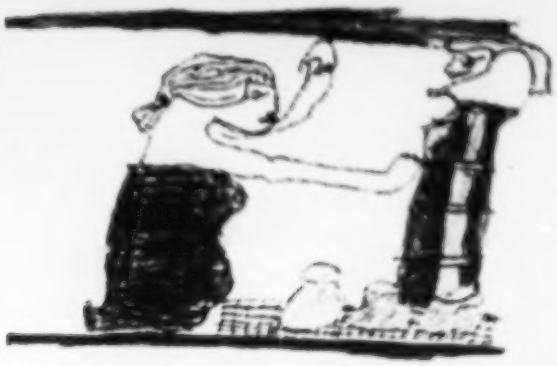

Cultural Notes

Each theme has selected subtopics which support and extend the original theme. The subtopics are key concepts to be learned by the student. Each key concept contributes to the holistic picture of the studied culture.

The factual information for the key concepts interfaces with the conceptional theme format creating relationships and patterns which give meaning to the information for the student to learn.

Acquisition of information for the cultural notes activity sheets can be approached through different methods. Primary research can be conducted by the students using the Research Card for Cultural Notes. The use of the library media center provides the students the opportunity to improve their research skills and enhance the knowledge of the culture studied.

Contents

- **Research Card for Cultural Notes and Sample Questions**
  Questions are to be completed with student(s) citing sources.

- **Cultural Notes Activity Sheets with Key Concepts/Topics for each Theme**
  Transfer information from Research Card to Activity Sheets.
  You can simplify presentation for note taking based upon grade level.

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Research Card for Cultural Notes

Theme _____

Students(s) _____ Class _____

Question: Describe the land and climate of the culture being studied.

_____

_____

Question: List the animals found in this land.

_____

_____

Question: What materials were used to construct the buildings?

_____

_____

Describe building techniques.

_____

_____

Sources. _____

Research Card for Cultural Notes

Theme _____

Students(s) _____ Class _____

Question:

_____

_____

Question:

_____

_____

Question:

_____

_____

_____

_____

Sources. _____

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Cultural Notes
People and the Environment

What does nature provide so people can live?

Land/Climate

Animals

Architecture

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Cultural Notes
People and the Environment

What does nature provide so people can live?

Clothing

Food/Crops

Tools/Transportation

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Cultural Notes
People in Society

What are the various roles the individual plays in the social and political structure?

People/Origins/Language

Political/Social

Economy

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Cultural Notes
People in Society

What are the various roles the individual plays in the social and political structure?

Games/Sports

Achievements

Historical Events

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Cultural Notes
People and their Beliefs

What are the belief systems and how are they manifested in other areas?

Beliefs

Rituals/Ceremonies

Myths/Literature

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Cultural Notes
People and their Beliefs

What are the belief systems and how are they manifested in other areas?

Art/Materials

Music/Instruments

Dance/Regalia

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Theme Projects

Theme Projects are an essential component in this cultural program. Students must comprehend the meaning of all three themes in order to perceive the culture in its entirety, to develop the ability to analyze, to contrast the components of various cultures and to grasp the interrelated qualities of knowledge.

The design of your program must include at least one activity pertaining to each theme. Some organizational templates can best be utilized as an overhead transparency for class participation.

Contents

People and the Environment

- *Teacher's Resources*
  - People and the Environment Theme Projects for Culture Studied
  - Theme Projects for Present Day United States of America
- *Student's Resources*
  - Activity Sheet for Research - Present Day Key Concepts

People in Society

- *Teacher's Resources*
  - People in Society Theme Projects for Culture Studied
  - Theme Projects for Present Day United States of America
  - Definitions
- *Student's Resources*
  - A Pyramid Visual Organizer: Students List the Social and Political Components of Culture Studied
  - Student Project: Students design an original Visual Organizer and list the Social and Political components of Present Day United States of America.
  - Cultural Comparison Chart

People and Their Beliefs

- *Teacher's Resources*
  - People and Their Beliefs Theme Projects for Culture Studied
  - Theme Projects for Present Day United States of America
- *Student's Resources*
  - Personal Beliefs Activity Sheet
  - Belief Visual Organizer Activity Sheet and Sample
  - Present Day Belief Systems Activity Sheet

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People and the Environment Theme Projects

Ancient Egypt,
People and the Environment

Culture Studied:

Theme projects enable students to understand that the earth provides raw materials for subsistence. People of all cultures need food, shelter, clothing, tools, animals and transportation.

Students need to identify what materials are found in nature to be used as food, to grow crops, to construct buildings and to fashion tools and transportation. They should understand the role of animals as a food source, work force and companion. Also, to understand the processes by which these materials are used. Research for the Cultural Notes can supply the majority of the information.

Theme projects:

1. The student(s) will collect appropriate images from books, magazines, newspapers, computer software and arrange these images in a collage, reflecting the environment and life style of the people in the culture.
2. The student(s) may draw a 2-d mural of the culture's way of life. The *Student's Art Activity Work Box* may be used to make preliminary sketches.
3. The *Student's Art Activity Work Box* For 3-d box diorama may be used to sketch a design for a realistic display.

Culture: Present Day United States of America

This thematic approach enables the student to analyze and contrast these key components of the studied culture with today's culture. This process of comparing and contrasting allows the student to understand cultural relationships and patterns. This knowledge becomes relevant to the student's reality.

Projects:

1. The students using chart on page 20 will list words, materials and processes, found or invented, to describe today's key concepts.
2. As a class project the students may use the Cultural Comparison Chart diagram to compare and contrast key concept information.
3. An extension of this section could include: contemporary issues pertaining to the environment, such as, pollution, the destruction of the rainforest or endangered animals.
4. Design the City of the Future: Architecture, transportation system, clothing, food sources, inventions and animals.

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People and the Environment Theme Project

Culture: **Present Day United States of America**

Project: Students will list words, materials and processes which describe key concepts.

Land/Climate	*Food/Crops*	*Clothing*

Architecture	*Tools/ Transportation*	*Animals*

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People in Society
Theme Projects

Ancient Egypt
People in Society

Culture Studied:

Theme projects enable students to understand that each culture develops a class structure in society. The formation of a hierarchy is distinguished by characteristics such as the amount of material goods owned; prestige or the level of respect by others; and the power or authority over others.

Students need to identify the members of society and their role within the culture. Most societal structures include the governing body, officials, upperclass, military, artisans, middle class, manual working class and the poor. Research for the Cultural Notes can supply the majority of the information.

Theme projects:

1. **The pyramid** visual organizer is used as a class project to indicate the various class structures in the studied culture.
2. **Each member** of the class assumes a role in this culture, describe themselves, their purpose and contributions in written form or by visual imagery.
3. **The student(s)** collect appropriate images from books, magazines, newspapers, computer software and arrange these images in a collage, reflecting the societal structure in this culture.
4. **The students create** a 2-D mural depicting a center where the people live (i.e. city, town, village) and draw themselves as a member in this society participating in an activity within this environment.

Culture: Present Day United States of America

This thematic approach enables the student to analyze and contrast three key concept components of the studied culture with today's culture. This process of comparing and contrasting allows the student to understand relationships and patterns. This knowledge becomes relevant to the student's reality.

Projects:

1. **The students** list the various segments and class structures in today's society and incorporate this information in an original graphic organizer.
2. **The student** may use the Cultural Comparison Chart to list unique characteristics and similarities of the studied cultures.
3. **An extension** of this section could include:
   - -Comparing and contrasting different forms of government.
   - -A discussion on *Are We a Democratic Society?*
   - -Creating a society of the future in the *City of the Future*.

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People in Society Theme Project
Definitions*

Society
A group of human beings broadly distinguished from other groups by mutual interests, participation in characteristic relationships, shared institutions and a common culture

Culture
The totality of socially transmitted behavior patterns, arts, beliefs, institutions and all other products of human work and thought.

Politics
The science of governing, a political entity, such as a nation and the administration and control of its internal and external affairs.

Democracy
Government by the people, exercised either directly or through elected representatives. The common people are considered as the primary source of political power.

Socialism
A social system in which the means of producing and distributing goods are owned collectively and political power is exercised by the whole community.

Dictatorship
An absolute ruler. A tyrant; a depot.

Totalitarianism
A form of government in which the political authority exercises absolute and centralized control over all aspects of life, the individual is subordinated to the state and opposing political and cultural expression is suppressed.

Oligarchy
Government by a few, especially by a small faction of persons or families. A state governed by a few persons.

Communism
A system of government in which the state plans and controls the economy and a single, often authoritarian party holds power, claiming to make progress toward a higher social order in which all goods are equally shared by the people.

Monarchy
One who reigns over a state or territory usually for life and by hereditary right, an absolute ruler.

People in Society
Ancient Egypt

*The American Heritage Dictionary, Standard Edition

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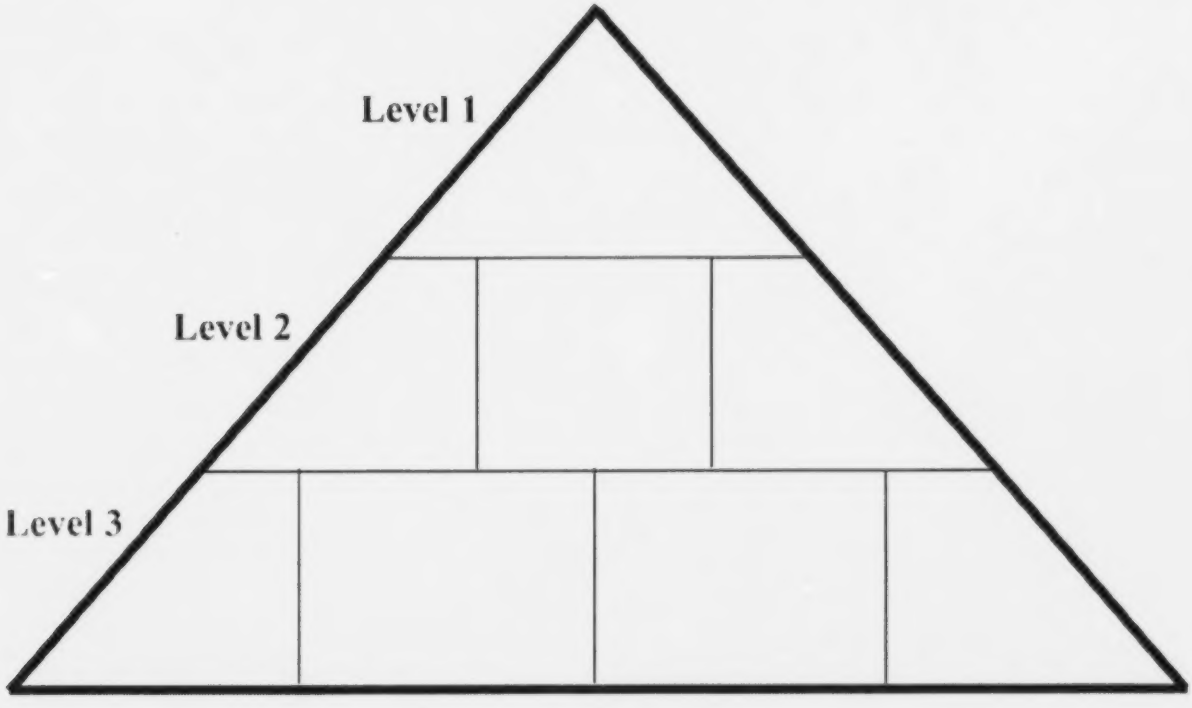
People in Society Theme Project

Pyramid Visual Organizer

Culture: _____

Project: Students list the governing and social bodies in appropriate levels of the culture studied. This organizer reflects the social and political structure of most cultures. Governing bodies are usually at the top of the pyramid while least powerful ones are at the bottom



People in Society Theme Project

Culture: Present Day United States of America:

Project: Student(s) will organize the social and political structure of the United States of America in an original graphic organizer. Criteria is based on originality of design, creativity of presentation, usefulness and logically sequenced. Students list the various segments of our society, agree on the graphic design and decide where the information is to be placed in the Graphic Organizer.

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Theme Project
Cultural Comparison Chart

Culture: _____

Name _____ **Class** _____

	Unique to this Culture	Similarities	Unique to this Culture
People and the Environment			
People in Society			
People and Their Beliefs			

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People and Their Beliefs Theme Project

People and their Beliefs
Ancient Egypt

Culture Studied:

Theme projects enable students to understand that each culture develops a system of beliefs - ideas, positions, views, opinions and convictions - which are expressed either by individuals or by the group as a whole.

Students need to identify the methodology by which belief systems express themselves. Most cultures root their belief system in rituals and ceremonies enhanced by music, artistic images, dance, costumes with a collection of myths addressing their origin, history, deities, ancestors and heroes. Research for the Cultural Notes can supply the majority of the information.

Theme projects:

1. **The student will explore** their personal thoughts and beliefs about themselves by using the Personal Belief Activity Sheet.
2. **The student will discuss** the belief system of the culture studied and fill in the Belief Visual Organizer.
3. **The student may use** the Belief Visual Organizer and design an original legend with images, embellished with handmade instruments, music, regalia and dance.

Culture: Present Day United States of America

This program approach enables the student to analyze and contrast these key concept components of the studied culture with today's culture. This process of comparing and contrasting allows the student to understand relationships and patterns. This knowledge becomes relevant to the student's reality.

Projects:

1. **The student will use** the Present Day Belief System Activity Sheet and list words which describe their thoughts on the topics.
2. **Students may compare** and contrast the studied cultural beliefs with the diverse beliefs systems of today.
3. **The student will make** a list of whom they consider modern day heroes and explain why.
4. **An extension** of this section could include:
   -impressions of future belief systems and how they're influenced by technology.
   -create a legend whose origin is from some distant planet in the galaxy.
   -create a mythology for "the City of the Future."

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People and Their Beliefs Theme Project
Personal Beliefs Activity Sheet

Name_____ Class _____

Belief: A belief is something believed by one or many and accepted as true.

Fill in with your beliefs:

1. I know I can _____
2. I know I can _____
3. I know I can _____
4. I believe that I could _____

   because I _____
5. I believe that I could _____

   because I _____
6. I believe that I could _____

   because I _____

Why is a belief important?

_____

_____

_____

_____

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Sample

People and Their Beliefs Theme Projects

Belief Visual Organizer Activity Sheet

Culture: Ancient Egypt

Project: Students will list information in the topic area of the culture being studied.

Art & Materials
Pyramids tombs of limestone - coffin. Solar Boat - Reeds
Statues, pillars, temples, obelisks of stone
Beliefs
Pharoah, Living God When dies goes to underworld trial so he can live again.
God/Goddesses
Rituals & Ceremonies
Mummification Burial and procession prayers. "Opening of the mouth"
Feasts and offerings
Music & Instruments
Wailing from mourners during Burial Procession
String, percussion instruments
Dance & Regalia
Priests wearing animal skins, masks, (Anubis)
Linen garments, masks, jewelry, perfume cones, wigs
Myths & Literature
Travel to underworld to Hall of Truths - The Book of the Dead Weight of the Head
Osiris and Isis

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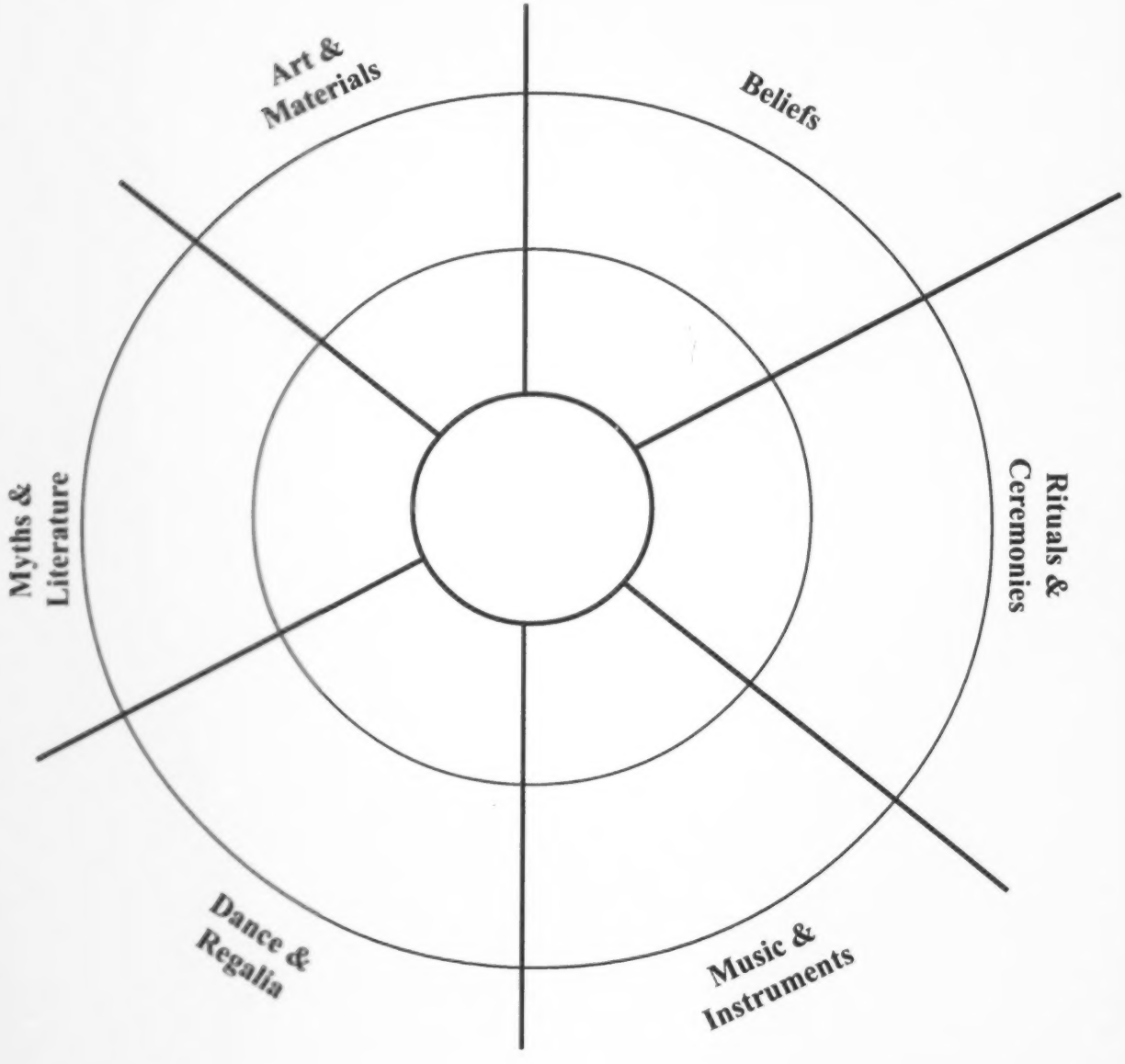
People and Their Beliefs Theme Project
Belief Visual Organizer Activity Sheet

Culture: _____

Project: Students will list information in the topic area of the culture being studied.



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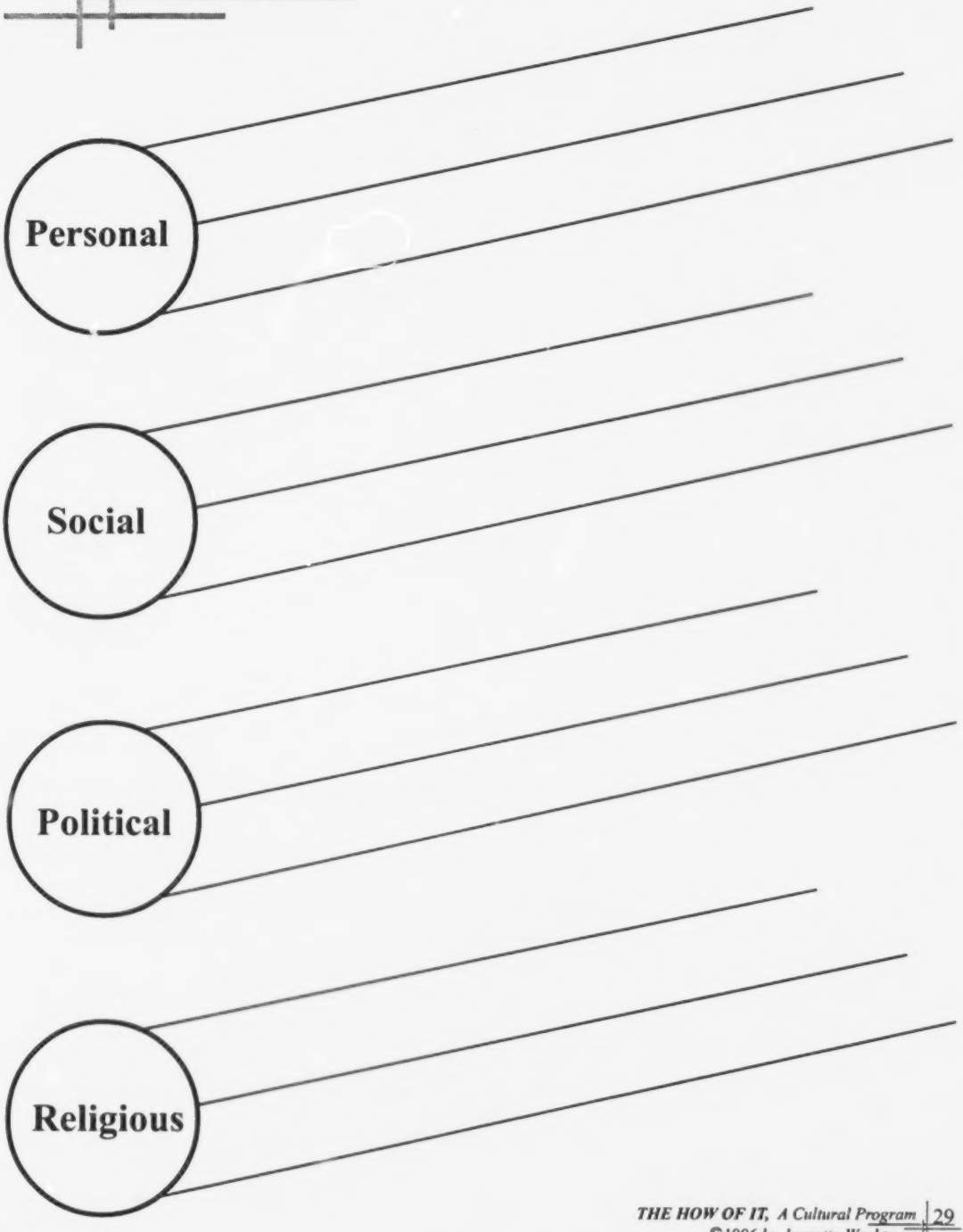
People and Their Beliefs Theme Projects
Present Day Belief System Activity Sheet

Culture: Present Day United States of America

Project: Students will list words to describe present day belief systems.



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Teaching Strategies

The organizational structure of the program designed by the teacher is based upon selecting the following teaching strategies and can be simple or extended in composition.

Ancient Egypt, People and the Environment

- ✱ Individual
- ✱ Group
- ✱ Centers

- ✱ Programmed Instruction
- ✱ Learning Styles
- ✱ Multiple Intelligences

Contents

Teacher's Resources
Activity Planner and Sample
Format for Organizing Teaching Materials

Student's Resources
Art Activity Workbox and Sample
Art Activity Workbox for 3-Dimensional Projects
Cooperative Learning Badges

Learning Styles Introduction
- Teacher's Learning Style Program Planner is used to design learning style activity centers.
- Student's Activity Planner is completed by the teacher with possible choice of projects and to be used by the student(s) to read and follow directions to complete an activity.

Multiple Intelligences Introduction
- Teacher's Cultural Program Planner: This flow chart supports an **integrated program** of theme, discipline and Seven Intelligences. (Sample)
- Teacher's Lesson Planner: This form allows the teacher to focus **on a specific theme**, discipline and Multiple Intelligence(s) and activities. (Sample)

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Teacher's Activity Planner

Culture _____ **Theme** _____

Activity

Management & Assessment

Project participants: ❑**Individual** ❑**With partner** ❑**Group**

Materials

_____

_____

_____

_____

_____

_____

Language/Concepts

_____

_____

_____

_____

_____

_____

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Teacher's Activity Planner

Sample

Culture Southwest American Indian-Zuni **Theme** People and the Environment

Activity

Students will draw a Southwest American Indian Zuni Community incorporating images related to the concept.

Management & Assessment

1. Introduce to students the question - what did nature/the environment provide to the Southwest American Indians so they could:
   - Build shelters,
   - Make clothing,
   - Have food,
   - Make tools,
   - Travel.
2. Discuss the land, climate and animals (wild and domesticated). Use visuals listed on the Format for Organizing Materials.
3. Organize groups with Cooperative Badges.
4. Students fill in the Art Activity Work box when completed start project.
5. Assessment:
   Theme web filled in by class.
   Drawings.
   Checklist on Student's work box sheet.

Project participants: ❑Individual ❑With partner ☒Group

Materials

18 X 24 Drawing paper
Pencils/magic markers
or
Roll paper Mural
Magic marker for shapes,
Paint for coloring in shapes

Language/Concepts

Shapes, color, texture, details
Space: Background, middleground, foreground
Proportion/Size relationship
Patterns

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Format for Organizing Teaching Materials

Culture_____

Theme_____

Project_____

Books	**Audio Visual:** Filmstrips, Cassette Tapes, Video Tapes, Audio CD	**Media Center:** Research and Reference Materials

Other Research and Reference Materials: CD Rom, Databases, Internet, Televised Programs, Personal Interviews.

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Student's Art Activity Work Box

Sample

Culture Ancient Egypt

Theme Egypt people and eviorment

Name GJasi Leite 4th grade

Student's Art Activity Workbox

List the images you will use in the project

Papyrus stalk
Hippos
Nets
fish
Paramids
boats
water
spears
hooks
harpoons
throw stick

List the steps to complete the project.

drew a picture. Wrote images and materials, drew big picture, outlined picture with black marker, colored picture.

List the materials you will use

pencil
paper
oil pastels
black markers

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Student's Art Activity Work Box

Culture _____

Theme _____

Name(s) _____

Draw images in this work box.

List the images you will use in the project

List the steps to complete the project.

List the materials you will use

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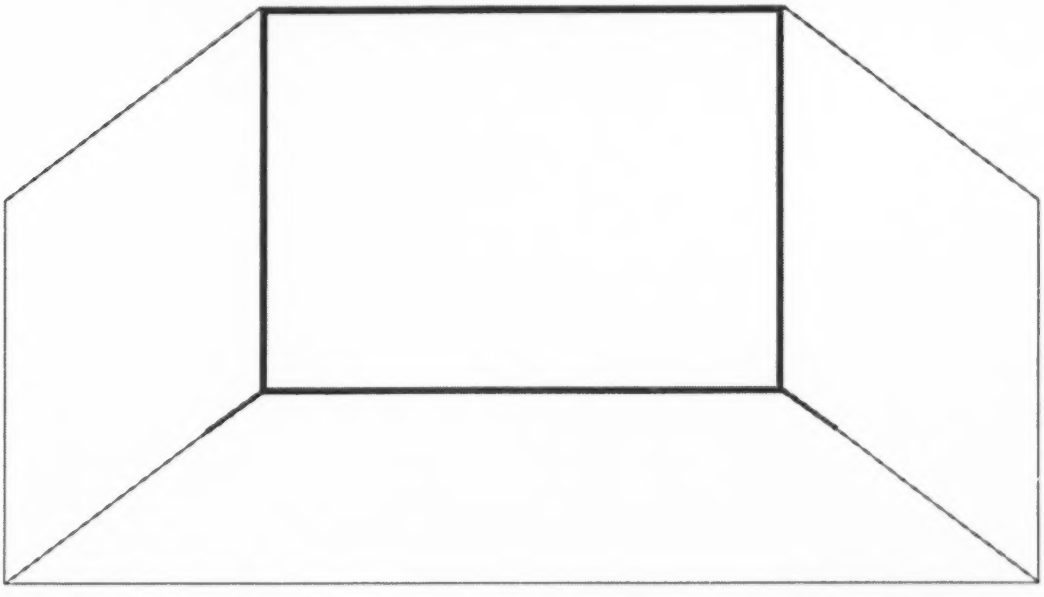
Art Activity Workbox for 3-Dimensional Diorama

Culture _____

Theme _____

Name _____



List the images you will use in the project

List the steps to complete the project.

List the materials you will use

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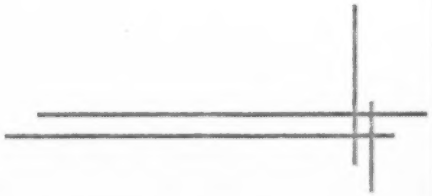
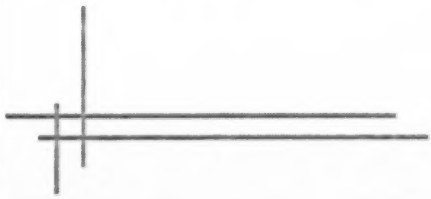
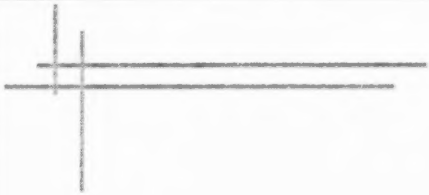
Cooperative Learning Badges

Records answers and decisions



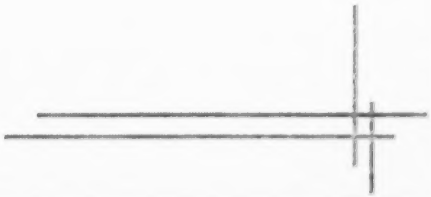
Keeps team focused on project and working quietly



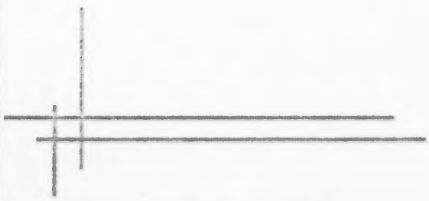


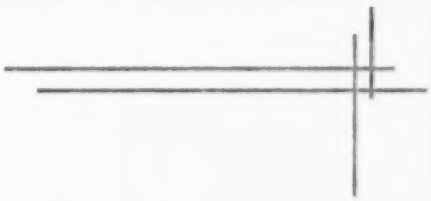
Keeps checklist of images for project

Compliments members of the team for efforts



Makes sure all members agree





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Learning Styles Introduction

Northwest American Indian, People and the Environment

The introduction of Learning Styles (NT, NF, ST, SF) into the educational scene (Keirsey & Bates, *Please Understand Me*) has enabled educators to better understand students' responses and behavior in terms of character and temperament. Students involved in the same activities will react differently using four basic mental processes called Sensing (S), Intuition (N), Thinking (T) and Feeling (F).

This temperament concept is based upon understanding the terms; perception and judgement. Perception is concerned with enhancing awareness, and gathering information. Judgement involves the decision making process.

The two kinds of perception include Sensing (S) and Intuition (N). Sensing refers to using the senses to establish what exists and Intuition permits perception beyond what is visible to the senses.

The two kinds of judgement include Thinking (T) and Feeling (F). Thinking links ideas together via logical connections and Feeling relies on an understanding of subjective values and group values.

When interwoven, these four types of Learning Styles provide guidelines which support curriculum development and teacher instruction.

The Sensory Feeler (SF) is compassionate, people-oriented, sensitive, responsive and tolerant. The Sensory Thinker (ST) is organized, consistent, responsible, determined, hard worker and task oriented. The Intuitive Feeler (NF) is a risk taker, creative, innovative, active and spontaneous. The Intuitive Thinker (NT) is analytical, logical, objective, independent and efficient.

Student lessons on the Student's Activity Planner can be color coded according to the learning style. The correlation of learning styles with colors was introduced by *Silver, Strong & Associates. The ST personality is gold, NT is green, SF is blue and NF personality is orange.

* Silver, Strong & Associates, *The Thoughtful Education Model*, 1995 workshop

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Teacher's Program Planner

Learning Style Centers

Class _____

Grade Level _____

Time Frame _____

Culture _____

*ST Sensory Thinker
Center Design:
- expectations to be clearly stated
- needs structure, clear procedures
- visual organizers, clear instructions
- practice skill for mastery
- projects to organize/sequence/categorize
- list making and competition

Project/Activity — Individual/Partner/Group

Materials - Students' Activity Planner

Assessment

Theme

SF Sensory Feeler
Center Design:
- expectations to be clearly stated
- group projects/teams/pairs
- projects concerned with sensing/feeling
- open ended, multi-answered activities
- use *EACH ONE TEACH ONE* strategy
- focus on personal, social experiences

Project/Activity — Individual/Partner/Group

Materials - Students' Activity Planner

Assessment

Theme

NT Intuitive Thinker
Center Design:
- problem solving activities in teams/pairs
- needs time to think things through
- projects to compare/contrast
- projects for cause/effect
- projects to group by common characteristics
- projects to analyze problems, predict, interpret and summarize information

Project/Activity — Individual/Partner/Group

Materials - Students' Activity Planner

Assessment

Theme

NF Intuitive Feeler
Center Design:
- hands on activities
- create new forms, 2D/3D art projects
- projects, rewrite/explore alternative possibilities
- projects, formulate hypotheses/identify 0patterns

Project/Activity — Individual/Partner/Group

Materials - Students' Activity Planner

Assessment

Theme

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*Silver, Strong & Associates,
The Thoughtful Education Model,
1995 workshop

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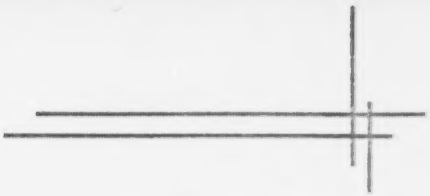
Student's Activity Planner



Name(s) _____

Class _____ Culture _____ Theme _____

Background

Project and Assessment

Project participants: ❑Individual ❑With partner ❑Group

Steps to complete project

Materials

Learning Style _____

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Sample

Lessons designed by teacher
Color coded for Learning Styles
Students use lesson as reference

Student's Activity Planner

Name(s) _____

Class _____ **Culture** _____ **Theme** _____

Background

You are a famous boat builder in Egypt. An important Egyptian leader wants a boat built and will pay a large sum of money for this job. Because there are many Egyptian boat builders, you will impress the leader with your portfolio of drawings. This large folder includes four boat designs with color and information.

Project and Assessment

You will make a large folder (portfolio),
then draw and color four different boats used by the Egyptians on the Nile River.

Under the drawing of each boat, write what the boat was used for and list the materials used to construct it.

On the cover of your folder, design a symbol which represents your business. Write your Egyptian name and address. (Research heiroglyphics)

When drawing the boats, examine the use of shapes, lines, color, texture, details and proportion.

Assessment - completion of project, checklist on student's planner,
self - generated rubric scale

Project participants: ☒ **Individual** ❑ **With partner** ❑ **Group**

Steps to complete project

- •Design rubric-list important criteria
- •Do research, find boat pictures
- •Gather art materials
- •Make large folder
- •Sketch the shapes of each boat (4). Each boat is on one piece of paper. Outline the different boat shapes. Color in, add details. Write information under boats.
- •Design cover and put the drawings in your portfolio.

Materials

Part I: Matt board for folder
Tape, drawing paper, pencil, eraser, ruler, fine point marker, coloring tools-crayons/ colored pencils/magic markers.
Cover design - cut and paste, colored paper

Part II: Clay, glazes. (optional project)

Learning Style NT

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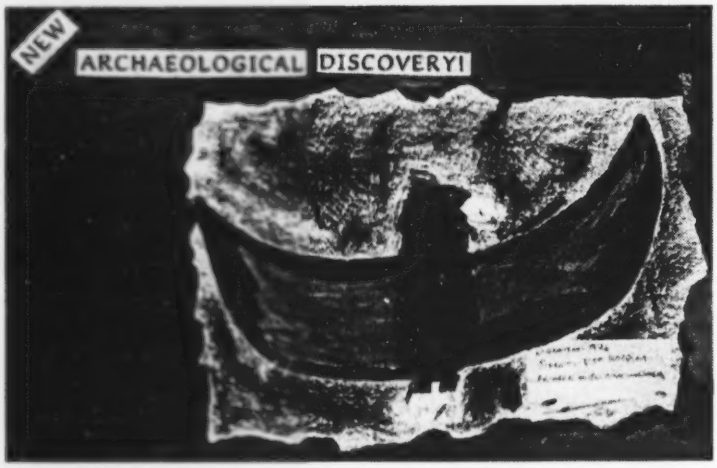
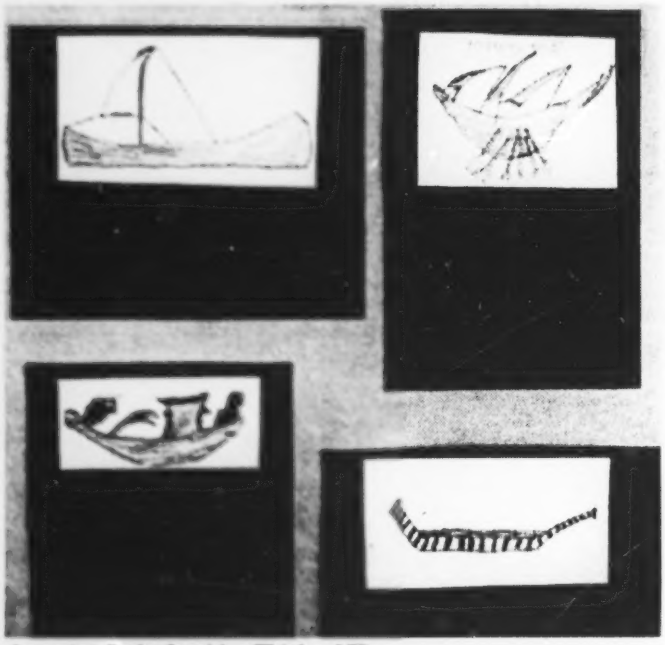
Learning Style Center Projects

Learning Style: **Sensory Thinker ST**
Project: **How to make Egyptian bricks**

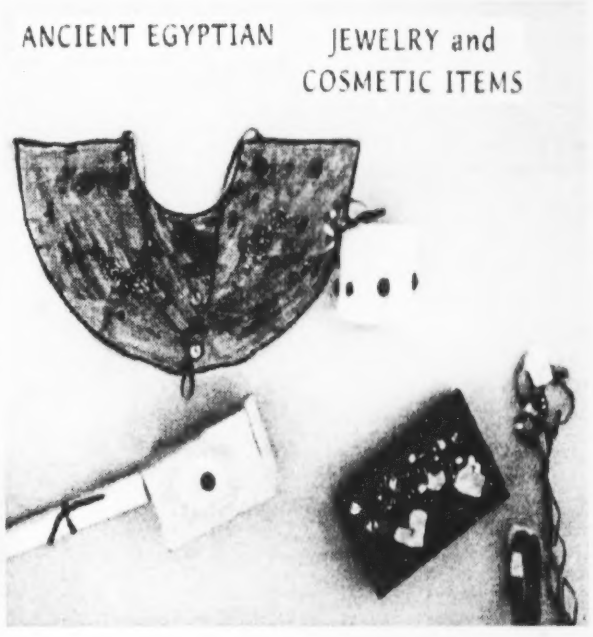


Learning Style: **Intuitive Feeler NF**
Project: **A drawing of a new species of birds found during an Egyptian Archaeological Dig**

Learning Style: **Sensory Feeler SF**
Project: **Designing an Egyptian Jewelry box with jewelry, cosmetic items and beauty secrets.**



Learning Style: **Intuitive Thinker NT**
Project: **Portfolio containing drawing of** Egyptian boats



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Gardner's Multiple Intelligences Introduction

Students receive information via the senses (19 according to Robert Rivlin and Daren Gravelle, *Deciphering Your Senses).* This information is selected, organized and experienced by the student based upon a learning style personality preference (Jung, Meyers-Briggs and Keirsey-Bates).

Student learning is enhanced by providing a situation with choices that support individual problem-solving skills (Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences).*

Ancient Egypt, People and their Beliefs

The Multiple Intelligences identified by Gardner are:

1. Logical/Mathematical
   This intelligence deals with inductive and deductive thinking/reasoning, numbers and the recognition of abstract patterns.

2. Verbal/Linguistic
   This intelligence is related to words and language.

3. Visual/Spatial
   This intelligence relies on the ability to image, to visualize an object, to create mental images.

4. Body/Kinesthetic
   This intelligence is related to physical movement.

5. Musical/Rhythmic
   This intelligence is based on recognition of tonal patterns, sensitive to rhythm, beats and environmental sounds.

6. Intrapersonal
   This intelligence relates to inner feelings and self-reflection.

7. Interpersonal
   This intelligence is associated with personal relationships and communication.

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Teacher's Cultural Program Planner

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	Themes	Disciplines	Gardner's Multiple Intelligences
Theme A People and the Environment	Land/Climate Animals Architecture Clothing Food/crops Tools/ Transportation	Language Arts Social Studies Math Science Art Music Physical Education Health Business Computer Languages Information Access Skills Life Skills	Verbal/Linguistic - reading, writing, telling stories, memorizing dates Logical/Mathematics - problem solving, patterns and relationships, classifying, abstract thinking, experiments Visual/Spatial - reading, maps, charts, drawing, puzzles, visualization, draw, design, building, creating Bodily/kinesthetic - Athletics, dancing, acting, crafts, using tools, sports, dance, movement Musical/Rhythmic - singing, picking up sounds, rhythms, humming, playing instruments, listening to music Interpersonal/Social - understanding people, leading, organizing, communicating, resolving conflicts, talks to people, joins group, sharing, comparing, relating, interviewing, cooperating Intrapersonal/Introspective - understands self, knows strengths/ weaknesses, setting goals, works alone, reflects, self-paced
Theme B People in Society	People/Origin/ Language Political/Social Economy Games/Sports Achievements/ Events		
Theme C People and Their Beliefs	Beliefs Myths/Literature Rituals/ Ceremonies Dance/Regalia Music/Instruments Art/Materials		

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Teacher's Lesson Planner Incorporating Gardner's Multiple Intelligences

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Theme	Discipline	Intelligences	Project/Procedure/Materials/Assessment

Theme	Discipline	Intelligences	Project/Procedure/Materials/Assessment
People and Environment	Language Arts	Verbal/Linguistic	Read and write an article about the animals found in this culture.
	Social Studies	Logical/Math	List the various types of animals and classify them as to their roles in this culture.
	Art	Visual/Spatial	Draw or make a clay form of an animal.
Animals	Physical Education	Bodily/Kinesthetic	Imitated movements of the various animals.
	Music	Musical/Rhythmic	Play and create rhythms and sounds of the various animals.
	Life Skills	Interpersonal/Social	Interview students about their favorite animal found in this culture & give reasons why.

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Teacher's Lesson Planner Incorporating Gardner's Multiple Intelligences

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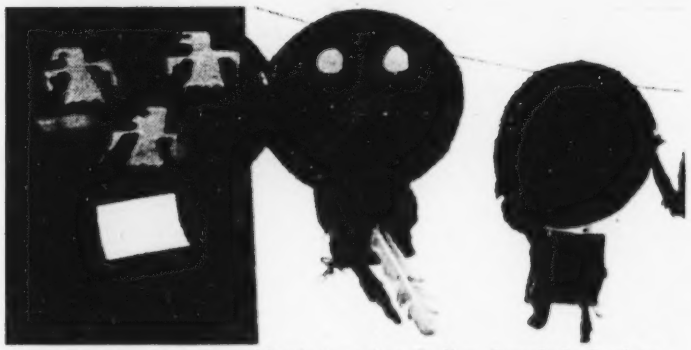
Theme	Discipline	Intelligences	Project/Procedure/Materials/Assessment

Theme	Discipline	Intelligences	Project/Procedure/Materials/Assessment

Assessment



North American Indian, People in Society

The assessment strategies for this program are designed to help teachers gather information of what students are expected to know, understand and be able to do. No program is complete unless you can track its success or failure. Use the assessment strategies frequently and monitor your students' and the programs' progress.

Contents:

Teacher's Resources

Assessment Strategies:

- Theme presentation
- Cultural Notes
- Theme Activities/Art Projects
- Learning Styles
- Multiple Intelligences

Samples:

- Reflective Lesson Log
- Matching Questions
- Theme Concept Visual Organizer
- Teacher's Art Project Assessment
- Student's Art Project Rubric
- Assessment of Art Project in Terms of Learning Styles (Theme P/E)

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Assessment Strategies	Area of Application	Comments
Reflective Lesson Log Visual Organizer Theme concept	Theme Presentation	A short objective summary of facts written by students. Present information for 10-15 minutes, then have student fill in log.
Teacher Made Tests: Matching Questions True/False Questions Graphic Organizer - web	Cultural Notes	Each strategy can reinforce the students' understanding and placement of key concepts with each theme.
Scoring -Numerical Scales (use of numbers) -Qualitative Scales (adjectives) 1. Descriptive (neutral terms used to describe performance) 2. Evaluative (based on standards of excellence, i.e. grades)	Theme Activities/Art Projects	A rubric is a scoring tool. The design includes the degrees of quality in columns on the right. The left column contains criteria related to presentation, project, activity or purpose, etc. Self-generated students' rubric -the design will list indicators of essential criteria.
Personal Journals Oral Reports - Personal Meaning Trained Observations Self-Awareness Inventories	*Learning Styles SF Sensor-Feelers	Questions to Formulate Assessment Strategies: Who and why? How are you feeling? How do you think ____? Given a choice, which would you choose? What would you like to do? What's your preference? Where do you suppose you first got that idea? Did you consider another possible alternative?
Objective Tests Checklists Oral Reports on Factual Data Teacher Tests: Completion Items, Matching, True/False, Multiple Choice, Essay.	ST Sensory-Thinker	Who, what, when, where? What did your senses tell you? Describe the facts. What did you observe? Who was the ___? When was the ___? How did they ___? What did you do first? Sequence the following events. Arrange the paintings according to realism.
Open Ended Questions Essays Evoking Analytical Responses Exhibitions Projects - Research Self-Generated Scale	NT Intuitive-Thinker	How and why? Compare and contrast the following ___? Differentiate between ___ and ___. What belongs together? Based on what criteria? Describe the steps or procedures to ___. What are the essential factors involved in this problem? Analyze the given data and identify the facts and fallacies.

*Silver, Strong & Associates,
The Thoughful Education Model

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Assessment Strategies	Area of Application	Comments
Creative Projects/Performance Reflective Logs Essays on Open Ended Questions Self-Generated Scale	NF Intuitive-Feeler	What if? What words or ideas come to mind when I say___? What do you think of when you see ___? Combine the following lines, shapes, etc. into a pattern. Given the following items construct a ___. Imagine your are ___. Describe how you feel and think. How is ___ like ___ ?
Portfolios Discussion Questions ****Graphic Organizers**: Attribute Web, Classification Chart, Ranking Ladders See/Feel T-Chart Term Reflective Log Physical Movement Formulas 4 - Level Reflective Model Concept Map Story Grid Fat & Skinny questions KLM Chart Venn Diagram Matrix PMI Chart What? So What? Now What? Models for Student Journals	***Multiple Intelligences** Verbal/Linguistic Logical/Mathematical Visual/Spatial Body/Kinesthetic Musical/Rhythmic Interpersonal Intrapersonal	Assessment strategies will depend upon the type of lessons you present. -Each of the intelligences are taught as a subject/discipline. (Music skills, language, art skills, etc.) -Each of the intelligences are integrated with other intelligences to enhance knowledge. (Body movement to learn vocabulary, music to teach math, etc.) -Lessons designed to teach students about their own multiple intelligences (Meta-intelligence)

*Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*

**Source - David Lazear, *Seven Ways of Teaching*, excellent blackline. pgs. 114-145

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Reflective Lesson Log

Name _____ Class _____

Culture _____ Date _____

The theme presented is _ _____

Key ideas from this presentation _____

_____

_____

Questions I still have _____

_____

Thematic Matching Questions

Directions: Write in the correct sub-concept from column B that matches theme in column A.

COLUMN A

People and the Environment

_____

_____

_____

_____

_____

_____

People in Society

_____

_____

_____

_____

_____

_____

People and Their Beliefs

_____

_____

_____

_____

_____

_____

COLUMN B

Economy
Beliefs
Rituals/Ceremonies
Animals
Games/Sports
Food/Crops
Art/Materials
Land/Climate
Political/Social
Clothing
Music/Instruments
Tools/Transportation
Architecture
Dance/Regalia
Achievements
Myths/Literature
People/Origins/Language
Events

Name _____

Class _____

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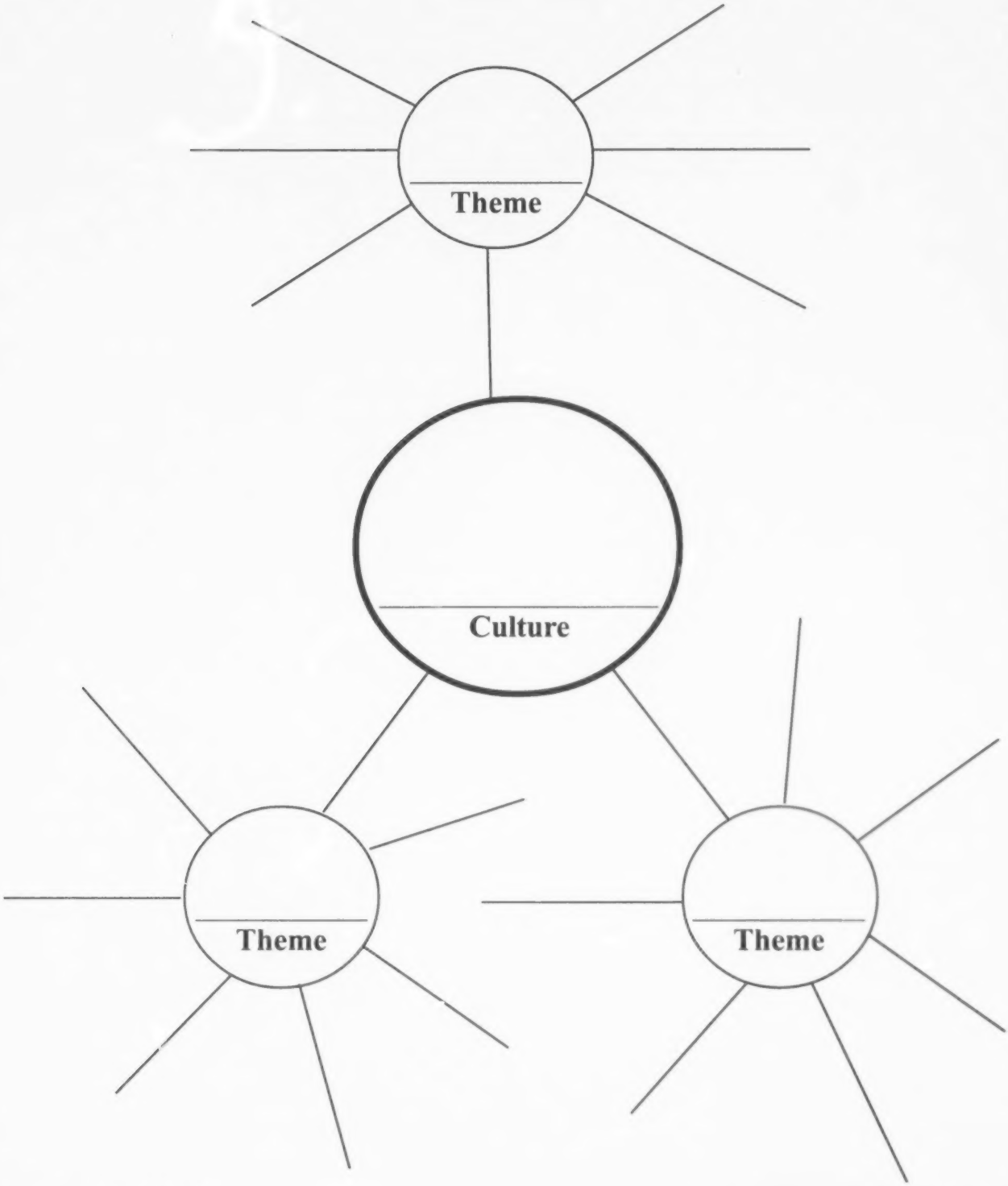
Theme Concept Visual Organizer



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Teacher's Art Project Assessment

☞ **The students will demonstrate an understanding visually, orally or written on the theme presented.**

1. Did I clearly present the theme to students?
2. Did my students view the theme visual and participate in a theme project?
3. Could I redesign one of the theme projects?

☞ **The students will express themselves creatively.**

1. Did I clearly present contrasting cultural life styles and images?
2. Are my materials and visuals organized to meet my student's needs?
3. Am I providing choices for my students?

☞ **The students will plan compositions using specific placement or organization of art elements, symbols and images that communicate intended meaning or function?**

1. Were students allowed to manipulate scene visuals/images to support scene composition?
2. Did I reinforce specific elements and principles of design for the students?
3. Could I design a resource packet that would support my student needs?

☞ **The students will select and use basic media techniques and processes with qualities and characteristics that communicate specific ideas?**

1. Did I review art techniques frequently for my students?
2. Did I introduce new strategies for material use when needed?
3. What other art materials can be used for the projects?

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Student's Art Project Rubric

Student (s) _____ **Class** _____

Idea: *The theme selected shall be incorporated into a project/presentation.*

	Low		High
1. Does the project/presentation incorporate the theme?	1	3	5
2. Does the project/presentation reflect appropriate research?	1	3	5
3. Is the project/presentation completed in a timely manner?	1	3	5

Product: *The Visual Presentation of the Theme*

4. Is the project neatly constructed/drawn?	1	3	5
5. Do the images selected accurately present the theme?	1	3	5
6. Does the project exhibit the appropriate use of elements/ principles of design?	1	3	5
7. Does the project look artistically pleasing?	1	3	5

Presentation: *The project/presentation the student used to share the theme with others*

8. Does the presentation of the project demonstrate a skillful use of art materials and art techniques?	1	3	5
9. Was the presentation of the project interesting?	1	3	5
10. Does the presenter exhibit knowledge about the theme?	1	3	5

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Assessment of Art Project in Terms of Learning Styles

Responses can be written or oral by the individual student or by the group.

Initials Indicate Learning Styles

ST Sensory Thinker
NT Intuitive Thinker
SF Sensory Feeler
NF Intuitive Feeler

Theme: People and the Environment

1. List all the images and materials used in the artwork. ST
2. List the steps you used to make your project. ST
3. What did you like doing the most in the project? SF
4. Describe how you feel when you think of this culture. SF
5. What raw materials from the earth and processes were used to make clothing, food, buildings? NT
6. What events happened that helped the people of this culture to be successful? NT
7. Most of the land is _____. How is the land different today? What happened to change it? NT
8. If you were a ruler in this culture what would you change about the way people lived? NF
9. Suggest different art projects to show how the people of this culture used the earth raw materials to live. NF
10. Write or tape record some thoughts about what you learned doing this project, what was interesting and boring? SF
11. What is the relationship between these people and the land? NT
12. Compare the building materials of this culture with our present day building materials. NT
13. What did the people of this culture make or use to travel on their land? ST
14. Given a choice, what would you like to do if you lived in this culture? SF
15. What if this culture had today's technology, how would it be different? NF

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The traditional African family placed in their home a statue which became the dwelling place for an ancestral spirit who provided protection. This clay statue made by a fourth grade student represents my ancestral angel who directs and protects this cultural adventure.

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